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ABSTRACT

This report provides instructional materials for a voluntary introductory workshop in the use of the Educational Resources and Information Clearinghouse (ERIC) database on CD-ROM. The workshop instruction is based on Leslie J. Brigg's Theories of Instructional Design with instructional objectives based on Robert Gagne's Learning Taxonomy. Library research requires knowledge of library reference services, integrated library systems, and methods of information retrieval. Research has showed that college students have not been given the instruction in the use of online systems necessary to locate information in their discipline. The materials provided in this report offer training in the following areas: (1) determining when the use of ERIC is appropriate; (2) performing basic searches effectively and efficiently; and (3) learning where to obtain further instruction. The materials are broken down into five learning objectives, each of which contains a list of instructional events, desired media, materials and activities, and teacher preparation. Handouts and tests are also provided for each objective. (3 references) (DB)

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Access Education Literature with ERIC on CD-ROM:

An Introductory Workshop

The Instruction in this Workshop is Based on
Leslie J. Briggs' Theories of Instructional Design
with Instructional Objectives Based on Robert Gagne's Learning Taxonomy

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1991

IR 014 971

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Access Education Literature with ERIC on CD-ROM:
An Introductory Workshop

I. Rationale

Many university students have not been given instruction in the strategies and tools of research necessary to locate information in their disciplines. The Chronicle of Higher Education dated 5 November 1986 reported that, "about one out of every four undergraduates spends no time in the library during a normal week, and 65% use the library four hours or less a week." By the time these students reach the graduate level, many teaching faculty (and librarians) erroneously assume that they have a good knowledge of library resources. Richard A. Dreifuss, in his article which discusses views of graduate research skills in a survey of faculty at the University of Missouri, concludes that "while the faculty at the graduate level are deferring the responsibility for teaching library skills to the undergraduate level, those faculty at the undergraduate level have already deferred the responsibility to freshman English and high school instructors." 1

In addition to the lack of skills in using and locating resources, the already confused student is further frustrated by the proliferation of information and its dispersal in many formats where there seems to be little interconnection. To improve the students' lack of knowledge in using library resources many professors require them to attend generic bibliographic instruction sessions. Unfortunately these sessions are promoted by librarians

who believe that some instruction is better than none at all. Tom Eadie, a former user education librarian at the University of British Columbia, when speaking about user education sessions in academic libraries, states "it is not implausible to suppose that they should be ineffective, if only because of the issue of motivation. Students attending user education activities are not motivated by an immediate question." 2 This same idea, advanced by Malcolm Knowles, Edward Lindeman and other prominent adult educators, proposes that adults are motivated to learn when they have a need or interest that learning will satisfy.

The needs for information by education students are varied. These students are concerned with writing papers for classes. They are pre-service teachers investigating ideas for instructional styles or locating examples of curriculum materials for methods classes. The ERIC database system is a useful and comprehensive resource for education-related information. It includes topics of interest to learners that are found in journal articles, conference proceedings, lesson plans, speeches, course descriptions, research reports, surveys and curriculum guides. Learning about ERIC and consulting its professional literature can help students deal with instructional problems and assist them in meeting the requirements of classroom assignments.

The ERIC database is available for use in print, online, and CD-ROM. The print format is time-consuming for students to use because it requires browsing through long lists of references, but it is more current in its coverage and superior to the other two

formats when researching only one simple topic. The online format's major disadvantage is costly telecommunications charges, but it is also very timely in coverage. The CD-ROM version is menu-driven, designed for the end user and allows the ability to combine concepts to comprehensively retrieve information that deals with several aspects of a topic. Its disadvantage is the frequency of updates (quarterly) to the system.

ERIC on CD-ROM is user friendly and a tutorial is available within the system for self-instruction; however, providing a workshop environment, as outlined here, for students who may desire a more structured approach with teaching support is important in meeting the learning styles of individual students.

To ensure that an introductory workshop is truly not superfluous, faculty members in the College of Education determine the specific classes where knowledge of the ERIC system would be helpful to students in completing course work. Then a needs assessment in the form of a survey is given to students by a librarian in these pre-determined education classes. The survey includes questions about academic background, previous computer experience, library experience, familiarity with the ERIC system, information needs, and interest in instructional classes. On the first day of class and after requirements for the quarter are discussed, the professor distributes the surveys to the students for completion. The surveys are returned to the librarian for review. Dates are set for the best times of the quarter for the voluntary workshops. The results of the survey and the times

scheduled for the workshops are communicated to the students by the librarian through the professor in class.

The following one and one-half hour workshop is designed to acquaint learners with the contents of ERIC on CD-ROM including its benefits, limitations and some of its searching capabilities. An added benefit for education students who learn to use ERIC on CD-ROM is that they can also apply the same searching concepts for locating information in other database systems on CD-ROM which may be of interest to them, such as PsycLit. Broad goals of the instruction given in the workshop include enabling the student to: 1) perceive when use of ERIC on CD-ROM is appropriate; 2) perform basic searches effectively and efficiently using the CD-ROM system as an independent end user; and 3) know where to obtain further instruction if difficulty or confusion occurs when searching the system. This introductory workshop has the same unit and end-of-course objectives. Opportunities for questions and answers will be provided which may cause the workshop to continue past the intended one hour.

Training competent users of ERIC on CD-ROM entails more objectives than are covered here, but students can perform basic searchers after attending the workshop. Although Tom Eadie is referring to instruction in online catalog use, the following statement holds true when introducing learners to any computer system. He believes that, "you have two options when introducing the online catalog to patrons; you can say so little as to be insulting, or so much as to be confusing and boring. If

you work on it, you can probably manage both." 3 By the nature of their profession and desire to be good teachers, education students completing their undergraduate and graduate degrees at the University of Georgia will continue to learn and consult professional literature. ERIC is an important tool in helping them make sense of their work and in turn, may help these future educators help their students make better sense of their world.

II. End-of-Course Objectives

As a result of this workshop, education students will be able to perform the following objectives:

1. Given six sample topics and a choice between using ERIC on CD-ROM and ERIC in print or online, the student will state orally which format of the ERIC database would be the best source to use in finding information.
(VERBAL INFORMATION)

2. Given a printed reproduction of the computer keyboard, the student will be able to locate ten function keys necessary to retrieve information from the ERIC on CD-ROM database.
(DISCRIMINATION)

3. Given a list of three topics and a copy of the Thesaurus of ERIC Descriptors, the student will select one descriptor for each topic so that materials on those topics can be found when using the FIND function key of the database.
(RULE LEARNING)

4. Given six Venn diagrams and six search statements using the Boolean operators "and", "not", and "or", the student will be able to identify the Venn diagram that visually represents the search statements.
(DISCRIMINATION)

5. Given a list of sample citations from the database, the student will correctly identify each citation as being a document or article.
(CONCEPT)

These end-of-course objectives are designed to be taught in the order in which they are presented.

III. Instructional Procedures

This workshop is being taught in the Instructional Services Room of the Main Library at the University of Georgia. The room is equipped with the following equipment necessary for instruction: 1) a microcomputer; 2) a CD-ROM drive; 3) a video overhead, projector unit and screen; 4) an overhead projector; 5) ERIC on CD-ROM software and CD; 6) Erasable Magic board with pens; 7) tables and chairs; 8) lighting that can be dimmed during demonstrations; 9) electronic outlets.

The only constraint on the presentation of the workshop is equipment failures. Problems encountered with the video overhead, projector unit would cause the class to be rescheduled. Other equipment failures could be remedied by their replacement with equipment found elsewhere in the library.

Presenters of the workshop should be completely familiar with the ERIC on CD-ROM system and the needs of the students attending the workshop. It is important that the presenter provide encouragement throughout the presentation to the students concerning their ability to successfully use the system. Information on what further assistance can be obtained by the students when they need it will be provided by the presenter.

IV. Rationale for Not Assigning Grades

Since this is a voluntary workshop and not a component of a course requirement, the assignment of grades would not be appropriate.

V. Strategy for Constructing an Entry Test

The needs survey given to the students in their education classes provide the presenter with some knowledge of the students' experiences in using research tools; however, the workshop is designed for the student with little or no previous experience in using ERIC on CD-ROM. Constructing an entry test is not relevant in this situation.

OBJECTIVE 1

Given five sample topics and a choice between using ERIC on CD-ROM and ERIC in print or online, the student will state orally which format of the ERIC database would be the best source to use in finding information.

Instructional Events	Desired Media	Materials & Activities	Teacher Preparation
A. GAIN ATTENTION	Presenter, One copy of the CIJE Index, one copy of the RIE Index, microcomputer, cd-rom drive, video projection unit and screen, ERIC on CD-ROM software and CD, ERIC online	Presenter states: At the University of Georgia Libraries the ERIC database is available for use in print, online, and CD-ROM. Which format is the most appropriate to use? (Name and show the three available formats).	Have the desired media and materials at hand.
B. INFORM LEARNER OF OBJECTIVE	Presenter	Presenter states: At the end of the workshop, you will be able to state which ERIC database format would be the best source to use in finding information on the topic(s) you desire.	

OBJECTIVE 1 CONT.

Instructional Events	Desired Media	Materials & Activities	Teacher Preparation
C. STIMULATE RECALL	Presenter	Presenter states: I know that all of you receive your current events information or news from many different sources. Many of you rely on television or newspapers. What are some other sources you use? What are the pros and cons of using each one of these sources to keep abreast of current events?	Prepare additional sources in case they are needed. Prepare the pros and cons of each source.
D. PRESENT STIMULUS	Presenter, Handout 1A	Presenter passes out Handout 1A. Presenter explains the content of the handout.	Prepare copies of Handout 1A.

OBJECTIVE 1 CONT.

Instructional Events	Desired Media	Materials & Activities	Teacher Preparation
E. GUIDED THINKING	Presenter, Erasable Magic board and pens	Presenter states: Suppose you have a topic you want to search in the ERIC database. Which format would be the best to search...print, online, or cd-rom? Before you decide which format to use, ask yourself the following questions.	List the questions on the board. Prepare additional questions the students may not think to ask. ...How detailed or complicated is the question I am trying to answer? ...Am I interested in journal articles only or reports and books? ...How much time do I have to do this research? ...What is my experience in using microcomputers? ...How far back in time am I interested in going to find information? ...How familiar am I with Boolean logic and sets? ...Am I willing to use documentation and on screen menus to search the ERIC on CD-ROM software? ...Is the information I am looking for just recently published?

OBJECTIVE 1 CONT.

Instructional Events	Desired Media	Materials & Activities	Teacher Preparation
F. ELICIT PERFORMANCE	Presenter, Erasable Magic board and pens	Presenter states: Tell me some questions you are interested in answering using the ERIC system. Presenter writes the questions on the board, suggesting additional questions if needed.	Prepare additional questions in case they are needed.
G. PROVIDE FEEDBACK	Presenter, Erasable Magic board and pens	Presenter states: Someone please tell me the most appropriate format to use for searching the answer to the first question listed on the board. Why? (Review each question listed and discuss).	Prepare the answers to the additional questions listed in **F.** above.
H. ASSESS PERFORMANCE	Presenter, Written test #1 (Handout 1B)	Test #1 (Handout 1B), multiple choice. (Test #1 attached is just one section of the complete test given to the students near the end of the workshop. Test #1 is only assessing performance for Objective 1.)	Prepare copies of Test #1 (Handout 1B).

OBJECTIVE 1 CONT.

Instructional Events	Desired Media	Materials & Activities	Teacher Preparation
I. **ENHANCE TRANSFER & RETENTION**	Presenter, Completed copies of Test #1 (Handout 1B)	Presenter will go over the possible correct responses and answer any questions about the test.	

Handout 1A

SEARCHING THE ERIC DATABASE: WHICH FORMAT IS THE MOST APPROPRIATE TO USE?

Question ?	MANUAL	CD-ROM	ONLINE
1. I would like to find 3 articles written within the last year on educational trends.	✓		
2. I would like to find out what the effects are of life transitions on adult learning.			✓
3. I would like to find out what has been written about how using computers in the classroom does or does not cause stress in teachers.		✓	
4. I would like to know if James H. Ryan published an article on literacy education during 1988.	✓		
5. I would like to know what has been written about spina bifida during the last year.	✓		
6. I would like to find some information on faculty mobility in higher education between the years 1970 - 1980.		✓	
7. I would like to find information on the ecology of family day-care.			✓
8. I would like to find out about the illiteracy rates of African Americans as compared to caucasian Americans.			✓
9. I would like to see if anyone has written anything on teaching about the Vietnam war in secondary schools.		✓	

HANDOUT 1B

TEST

For each of the six questions below....
place a check mark next to MANUAL if you believe the most appropriate format in which to search for the answer is ERIC in paper format

OR place a check mark next to CD-ROM if you believe the most appropriate format in which to search for the answer is ERIC on CD-ROM

OR place a check mark next to ONLINE if you believe the most appropriate format in which to search for the answer is ERIC online.

QUESTION????	MANUAL	CD-ROM	ONLINE
1. I would like information on test anxiety and its effects on intelligence test performance in adult emotionally handicapped populations.	_____	_____	_____
2. I am trying to locate an article written by Laura Reinhardt which concerns using media in math class-rooms, but I don't know when or where it was written.	_____	_____	_____
3. I would like to find out what the Southern Regional Education Board in Atlanta has published about graduate education this past year.	_____	_____	_____
4. I would like any information there is about learning from life experience.	_____	_____	_____
5. My professor gave me this ED #, he needs the correct title of the document for a bibliography.	_____	_____	_____
6. The Children's Television Workshop in N.Y.C. wrote a guide called "Helping Your Child Say No to Alcohol." I need to get a copy. Where can I find it?	_____	_____	_____

OBJECTIVE 2

Given a printed reproduction of the computer keyboard, the student will be able to locate ten function keys necessary to retrieve information from the ERIC on CD-ROM database.

Instructional Events	Desired Media	Materials & Activities	Teacher Preparation
A. GAIN ATTENTION	Presenter, overhead projector and screen, Transparency 2A	Presenter states: To perform searches, you need to know how to use the function keys located on the top of the keyboard. You also should recognize thirteen other keys just so you can move about comfortably within the system. Do not let the computer keyboard intimidate you. Unlike this picture (transparency), the keys are well-marked.	Prepare Transparency 2A. Dim the lights.
B. INFORM LEARNER OF OBJECTIVE	Presenter	Presenter states: At the end of the workshop, you will be able to locate ten function keys necessary to retrieve information from the ERIC on CD-ROM database.	Return lights to full brightness.

OBJECTIVE 2 CONT.

Instructional Events	Desired Media	Materials & Activities	Teacher Preparation
C. **STIMULATE RECALL**	Presenter	Presenter states: I imagine that all of you have used a typewriter and many of you have used a microcomputer. You know that the keyboards of these machines are very similar, but sometimes specific keys are located in different places. Sometimes finding "that key" from one keyboard to another is frustrating.	
D. **PRESENT STIMULUS**	Presenter, Handout 2B	Presenter passes out Handout 2B. Presenter explains the content of the handout. Presenter also informs students of the SilverPlatter tutorial, the online database guide and the system manual which are located at the ERIC terminal.	Prepare copies of Handout 2B.

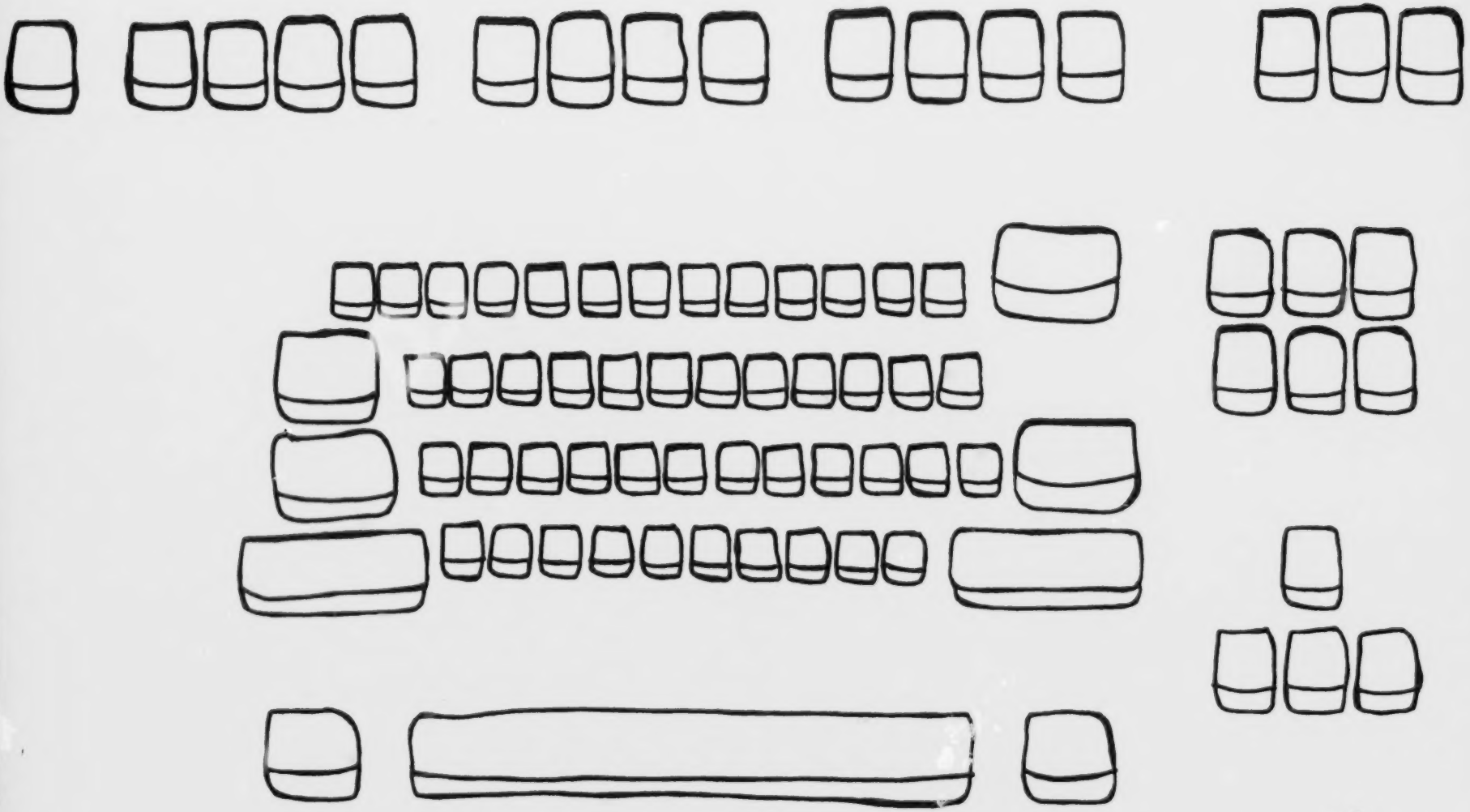
OBJECTIVE 2 CONT.

Instructional Events	Desired Media	Materials & Activities	Teacher Preparation
E. GUIDED THINKING	Presenter	Presenter goes through each of the ten function keys on Handout 2B, giving the students a summary of the purpose of each key. Presenter provides a question and answer period.	
F. ELICIT PERFORMANCE	Presenter, microcomputer, cd-rom drive, video projection unit and screen, ERIC on CD-ROM software and cd	Using a few example searches the presenter demonstrates the use of the various keys, asking the students to tell how to move about on the keyboard.	Prepare examples of searches that demonstrate the function keys and movement keys.
G. PROVIDE FEEDBACK	Presenter, microcomputer, cd-rom drive, video projection unit and screen, ERIC on CD-ROM software and cd	The microcomputer and software provide immediate feedback on the use of the keyboard. The presenter reinforces this feedback and provides the correct key use if it is necessary.	

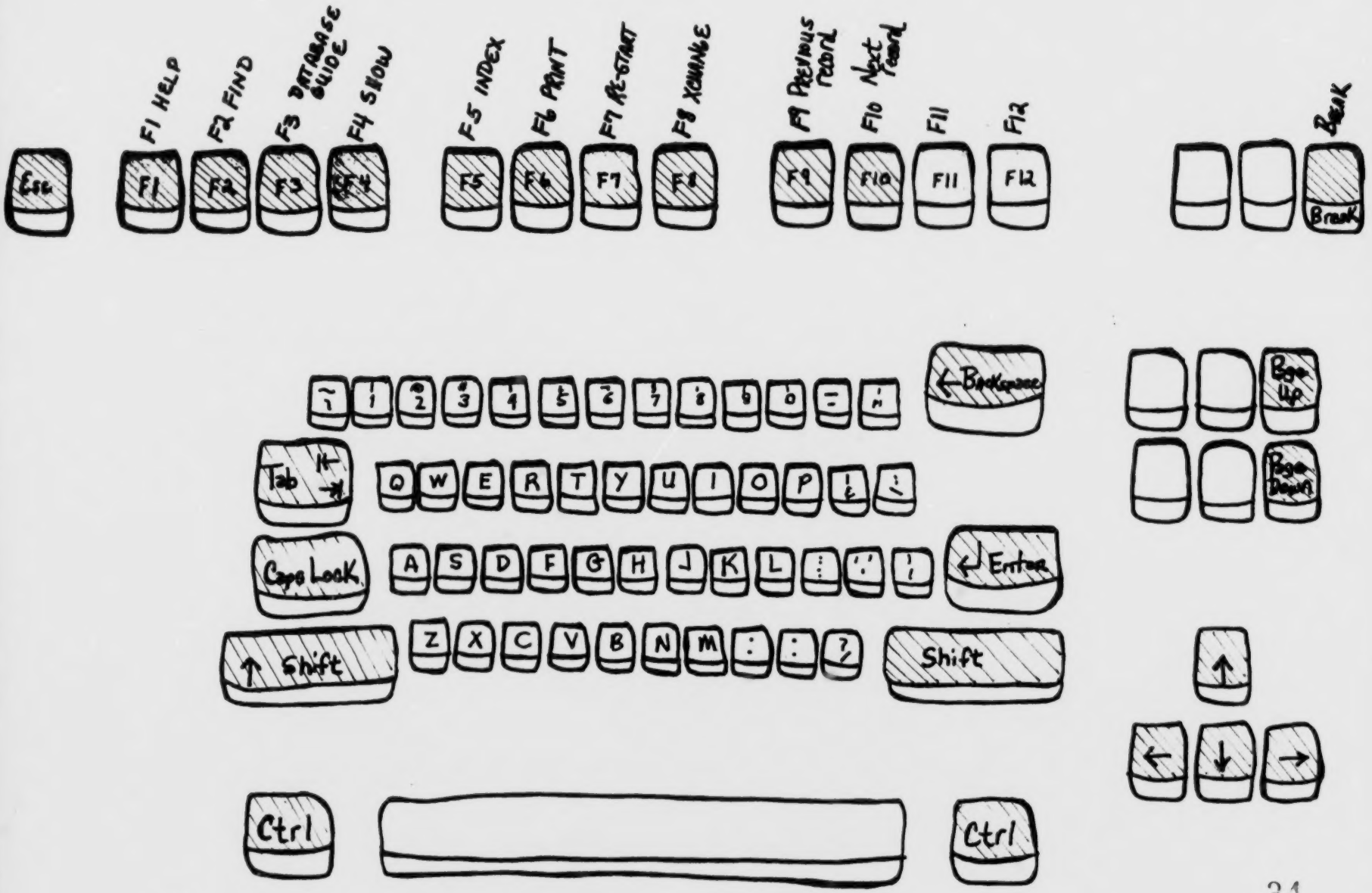
OBJECTIVE 2 CONT.

Instructional Events	Desired Media	Materials & Activities	Teacher Preparation
H. **ASSESS PERFORMANCE**	Presenter, Written test #2 (Handout 2C) Handout 2B	Answers given and questions asked by the students during the demonstration will provide some information to the presenter concerning how well the students understand using the keyboard. Test #2 (Handout 2C), short answer. (Test #2 attached is just one section of the complete test given to the students near the end of the workshop. Test #2 is only assessing performance for Objective 2.)	Prepare copies of Test #2 (Handout 2C).
I. **ENHANCE TRANSFER & RETENTION**	Presenter, Completed copies of Test #2 (Handout 2C)	Presenter will go over the possible correct responses and answer any questions about the test.	

TRANSPARENCY 2A



HANDOUT 2B


F1 HELP
F2 FIND
F3 DATABASE GUIDE
F4 SHOW
F5 INDEX
F6 PRINT
F7 RE-START
F8 XCOMMAND
F9 Previous record
F10 Next record
F11
F12
Esc
Break
Backspace
Tab
Caps Lock
Enter
Shift
Shift
Ctrl
Ctrl
Page Up
Page Down

HANDOUT 2C

TEST

Using HANDOUT 2B, the keyboard, write the name of the key in the space provided next to its description.

_____ 1. Displays requested records on the screen

_____ 2. Used to print record(s)

_____ 3. Begins or ends a search session or clears a search history

_____ 4. Shows the previous record

_____ 5. Lists alphabetically all the indexed words in free textfields

_____ 6. Gives a description of the structure and fields in the database

_____ 7. Gives explanations of commands

_____ 8. Shows the next record

_____ 9. Allows exchanging of compact discs

_____ 10. Initiates searches for words or phrases

OBJECTIVE 3

Given a list of three topics and a copy of the Thesaurus of Eric Descriptors, the student will select one descriptor for each topic so that materials on those topics can be found when using the FIND key of the database.

Instructional Events	Desired Media	Materials & Activities	Teacher Preparation
A. GAIN ATTENTION	Presenter, microcomputer, cd-rom drive, video projection unit and screen, ERIC on CD-ROM software and CD	Presenter states: The ERIC on CD-ROM system allows you to search for terms of your choice in the database. Presenter types a word for a common subject but does not use an ERIC descriptor. Presenter states: The system responds by showing how many records contain each word typed and the number of records containing the complete phrase. Typing in any term that you think of yourself is called "free text" searching. Free text terms are words that appear anywhere in the record, especially in the title and abstract fields. Yes, we found some records, but when searching "free text" terms the focus of the record is not necessarily the subject term you type. The term just appears somewhere in the record. Also, when you search using "free text" terms, the system may respond with too few or too many records. Using standardized or controlled subject terms will help you focus your search results. The records you view will more accurately reflect the subject you are trying to locate.	Prepare example searches: American history, instructors Logon to ERIC on CD-ROM. Dim the lights for the demo.

Instructional Events	Desired Media	Materials & Activities	Teacher Preparation
B. INFORM LEARNER OF OBJECTIVE	Presenter	Presenter states: At the end of the workshop, you will be able to choose controlled vocabulary called descriptors from the Thesaurus of ERIC Descriptors in order to find records in the database that actually reflect your subject interest.	Return lights to full brightness.
C. STIMULATE RECALL	Presenter	Presenter states: I imagine that all of you have used the index of a book to find the page(s) where information appears on particular subjects. You know that when you look in the index of a book, you may not find the particular information you are looking for using the word you have chosen. Sometimes using specific terminology is an absolute necessity to find information. Just like a book, information in the ERIC system is indexed using specific vocabulary called descriptors.	

Instructional Events	Desired Media	Materials & Activities	Teacher Preparation
D. **PRESENT STIMULUS**	Presenter, Handouts 3A, 3B, 3C A copy of the Thesaurus of Eric Descriptors, 11th Edition	Presenter passes out: Handouts 3A, 3B, & 3C. Presenter explains the content of the handouts. Presenter provides a question and answer period.	Prepare copies of Handouts 3A, 3B, & 3C Have the Thesaurus of ERIC Descriptors available.
E. **GUIDED THINKING**	Presenter	Presenter states: To get the most accurate results out of the ERIC database, you need to state your subject terms in the standard vocabulary used in the system. Knowing how to use the Thesaurus of ERIC Descriptors helps you state your terms more accurately. Subject descriptors are subject terms which are added to each record by the database producer. The descriptors indicate the major and minor subject emphases of the record. These descriptors are standardized in format and are published in the Thesaurus. (Show the Thesaurus)	

OBJECTIVE 3 CONT.

Instructional Events	Desired Media	Materials & Activities	Teacher Preparation
F. ELICIT PERFORMANCE	Presenter, Erasable Magic board and pens, 1 copy of the Thesaurus of ERIC Descriptors for each learner	Presenter states: Tell me some subjects you are interested in finding information on in the ERIC system. Presenter writes the given terms on the board, suggesting additional terms if needed. Presenter passes out copies of the Thesaurus. Presenter states: Please locate one subject descriptor in the Thesaurus for each of the terms listed on the board.	Prepare additional terms in case they are needed.
G. PROVIDE FEEDBACK	Presenter, microcomputer, cd-rom drive, video projection unit and screen, ERIC on CD-ROM software and cd	Presenter states: Someone please tell me one descriptor for the first term listed on the board. Presenter types in the descriptor given by the learner. Each term and its appropriate descriptor is demonstrated on the ERIC system. The system produces the results on the screen for the learners to see. (While typing the Presenter tells the learners how to correctly enter the terms.)	Prepare a list of the correct descriptors for the example terms in F. Dim lights for the demo.

Instructional Events	Desired Media	Materials & Activities	Teacher Preparation
H. ASSESS PERFORMANCE	Presenter, Written test #3 (Handout 3D), One copy of the Thesaurus of ERIC Descriptors for each learner	Test #3 (Handout 3D), short answer. (Test #3 attached is just one section of the complete test given to the students near the end of the workshop. Test #3 is only assessing performance for Objective 3.)	Prepare copies of Test #3 (Handout 3D).
I. ENHANCE TRANSFER & RETENTION	Presenter, Completed copies of Test #3 (Handout 3D), Handout 3E	Presenter will go over the possible correct responses and answer any questions about the test. Learners will receive Handout 3E to keep for future reference.	Prepare copies of Handout 3E.

HANDOUT 3A

Photocopy any page from the Thesaurus of ERIC Descriptors, 11th Edition.

INSERT PHOTOCOPY

HANDOUT 3B

Prepare a single alphabetical display of a descriptor, including the SN, UF, NT, BT, RT terms, date of term, and RIE and CIJE record numbers for descriptors.

INSERT EXAMPLE

HANDOUT 3C

Prepare an example which gives a descriptor and its related terms, narrower terms, and broader terms to show the relationship among ERIC descriptors.

INSERT EXAMPLE

HANDOUT 3D

TEST

Using a copy of the Thesaurus of Eric Descriptors, 11th Edition, write one subject descriptor in the space provided next to the given topic.

Example:

Topic: Philology ERIC descriptor: linguistics

1. Topic: integrated schools ERIC descriptor:_____

2. Topic: morals ERIC descriptor:_____

3. Topic: curriculum resources ERIC descriptor:_____

HANDOUT 3E

Photocopy the inside front cover of the Thesaurus of ERIC Descriptors which includes the "Hints for Thesaurus Use" directions.

INSERT PHOTOCOPY

OBJECTIVE 4

Given six Venn diagrams and six search statements using the Boolean operators "and," "not," and "or," the student will be able to identify the Venn diagram that visually represents the search statements.

Instructional Events	Desired Media	Materials & Activities	Teacher Preparation
A. GAIN ATTENTION	Presenter, Erasable Magic board and pens	Presenter states: One of the advantages in using the ERIC on CD-ROM format is the ability to combine two or more descriptors at the same time, thus saving alot of time. These descriptors are connected with the words "and," "or," and "not." These words are called Boolean operators.	Write Boolean operators on the board.
B. INFORM LEARNER OF OBJECTIVE	Presenter	Presenter states: At the end of the workshop, given six diagrams (called Venn diagrams) and six search statements using the Boolean operators "and," "not," and "or," you will be able to identify the Venn diagram that visually represents the search statements.	

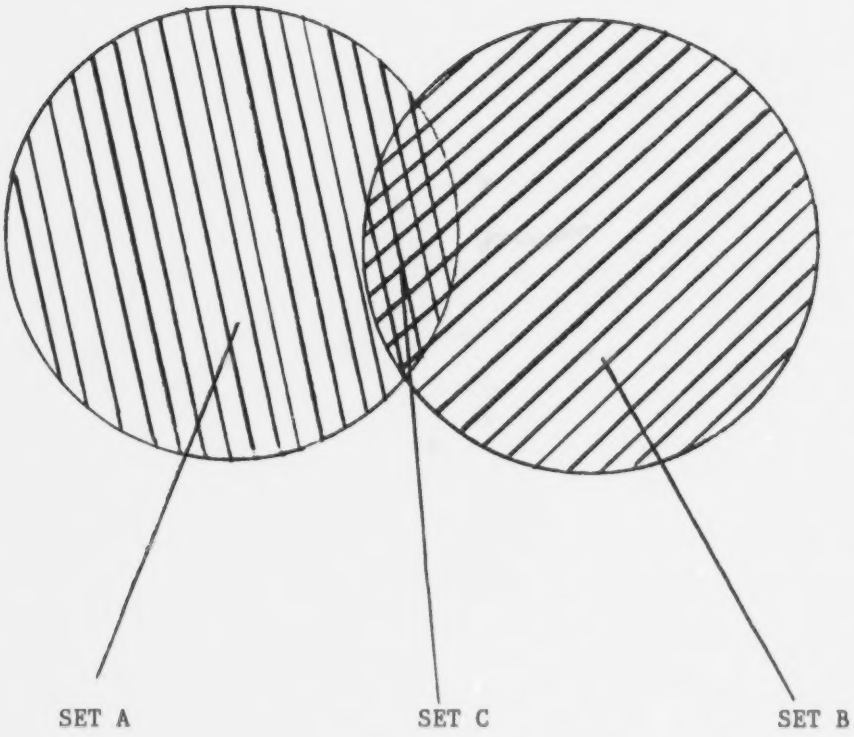
OBJECTIVE 4 CONT.

Instructional Events	Desired Media	Materials & Activities	Teacher Preparation
C. STIMULATE RECALL	Presenter	Presenter will ask students how many times they have tried to search for information in which they were looking for two or more subjects or ideas, but had to cull through many citations that were irrelevant. Discuss.	
D. PRESENT STIMULUS & E. GUIDED THINKING	Presenter, Handouts 4A, 4B, 4C, microcomputer, cd-rom drive, video projection unit and screen, ERIC on CD-ROM software and cd	In searching ERIC on CD-ROM it is possible to combine or restrict two, three, or more search terms. The operators "and," "or," and "not," may be entered together with the descriptors or terms or they may be used to combine terms after the resulting groups or sets are retrieved. Provide one demonstration of "and," "or," and "not" each on cd-rom. Provide Handouts of the demonstrated operators.	Prepare Handouts 4A, 4B, 4C. Logon to the system. Dim lights during the demo.

OBJECTIVE 4 CONT.

Instructional Events	Desired Media	Materials & Activities	Teacher Preparation
F. ELICIT PERFORMANCE	Presenter, microcomputer, cd-rom drive, video projection unit and screen, ERIC on CD-ROM software and cd	Presenter asks students for search examples. Presenter asks students which keys to use and offers guidance as needed.	Prepare examples to use if necessary.
G. PROVIDE FEEDBACK	Presenter	ERIC on CD-ROM will provide immediate feedback. The presenter will reinforce the feedback by offering explanations and suggestions.	
H. ASSESS PERFORMANCE	Presenter, Written test #4 (Handout 4D)	Test #4 (Handout 4D), multiple choice. (Test #4 attached is just one section of the complete test given to the students near the end of the workshop. Test #4 is only assessing performance for Objective 4.)	Prepare copies of Test #4 (Handout 4D).
I. ENHANCE TRANSFER & RETENTION	Presenter, Completed copies of Test #4 (Handout 4D)	Presenter will go over the possible correct responses and answer any questions about the test.	

HANDOUT 4A



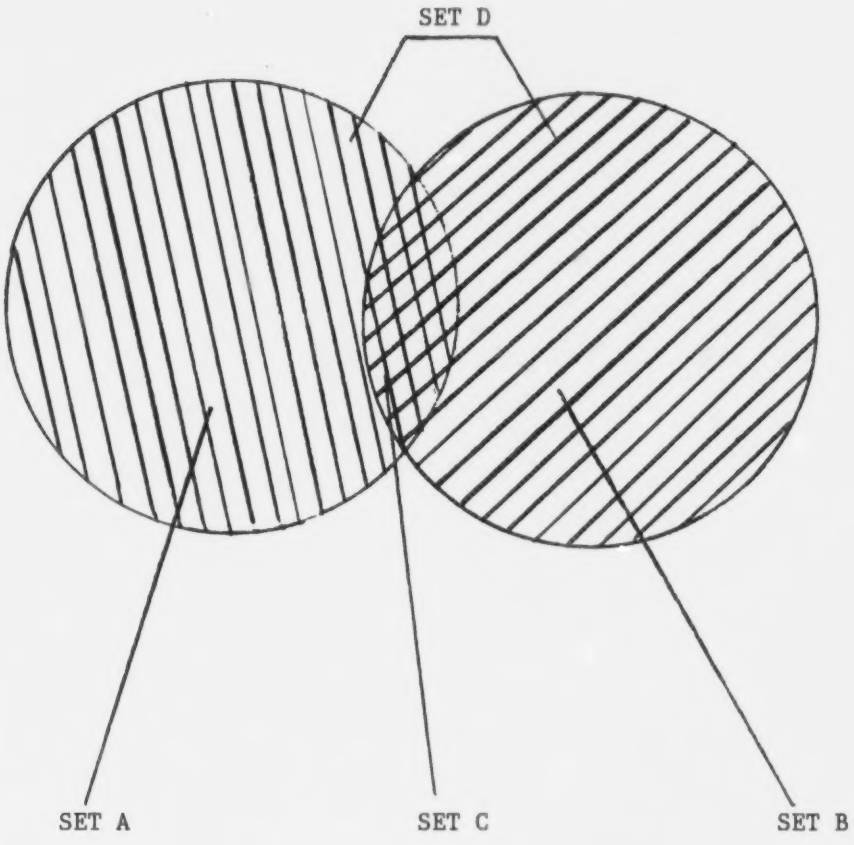
ILLITERACY **AND** EMPLOYMENT

SET A = ILLITERACY.....796 records

SET B = EMPLOYMENT.....13623 records

SET C = ILLITERACY **AND** EMPLOYMENT.....93 records

HANDOUT 4B



ILLITERACY **OR** EMPLOYMENT

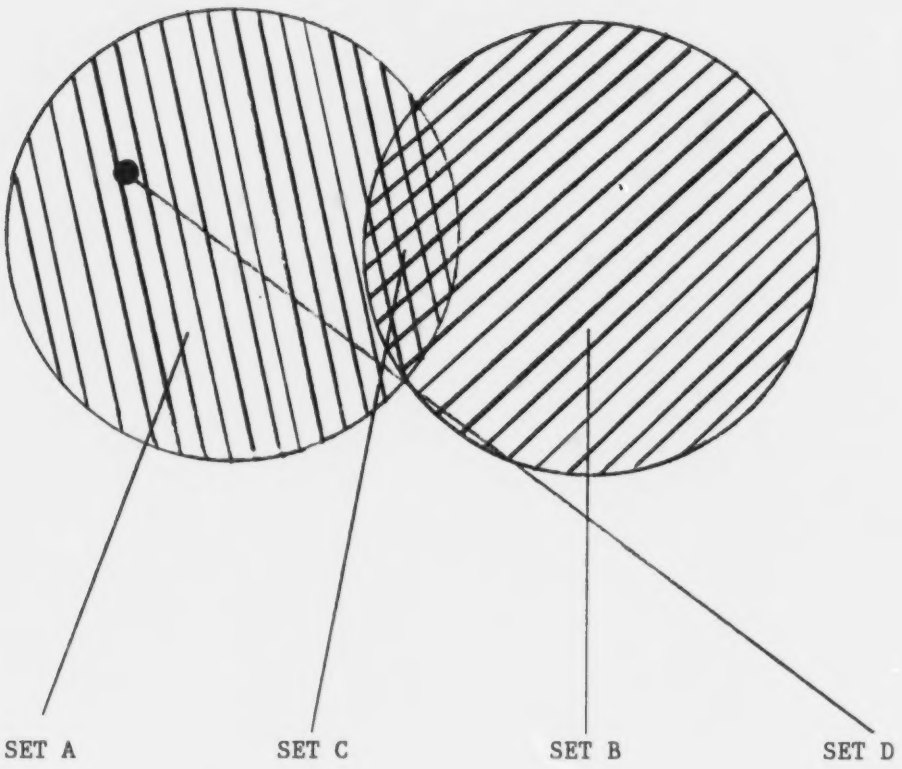
SET A = ILLITERACY.....796 records

SET B = EMPLOYMENT.....13623 records

SET C = ILLITERACY **AND** EMPLOYMENT.....93 records

SET D = ILLITERACY **OR** EMPLOYMENT....14326 records

HANDOUT 4C



ILLITERACY **NOT** EMPLOYMENT

SET A = ILLITERACY.....796 records

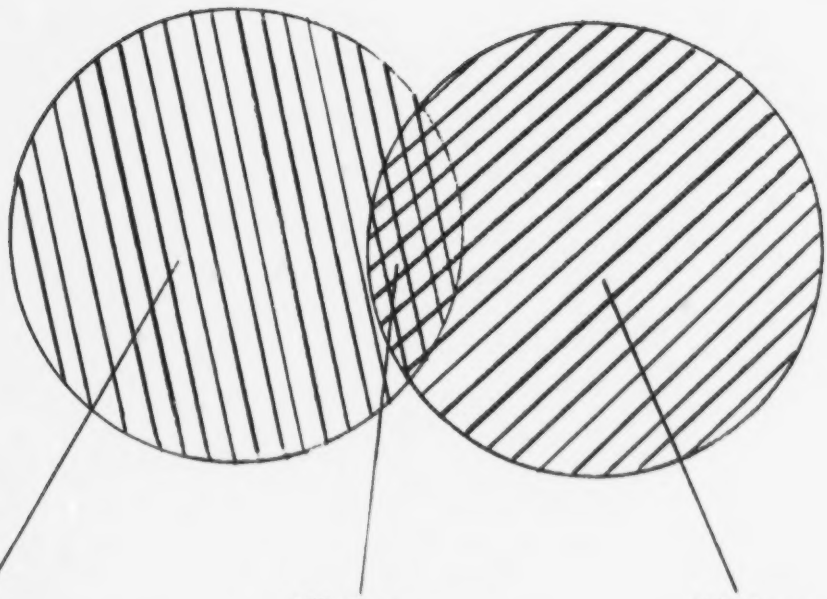
SET B = EMPLOYMENT.....13623 records

SET C = ILLITERACY **AND** EMPLOYMENT.....93 records

SET D = ILLITERACY **NOT** EMPLOYMENT.....703 records

HANDOUT 4D

TEST



SET A---
Enrollment Trends
(complete circle)

SET C---
(circle overlap)

SET B---
Universities
(complete circle)

_____1. Which set represents "enrollment trends **AND** universities?"

A. SET A B. SET B C. SET C

_____2. Which set represents "enrollment trends **NOT** universities?"

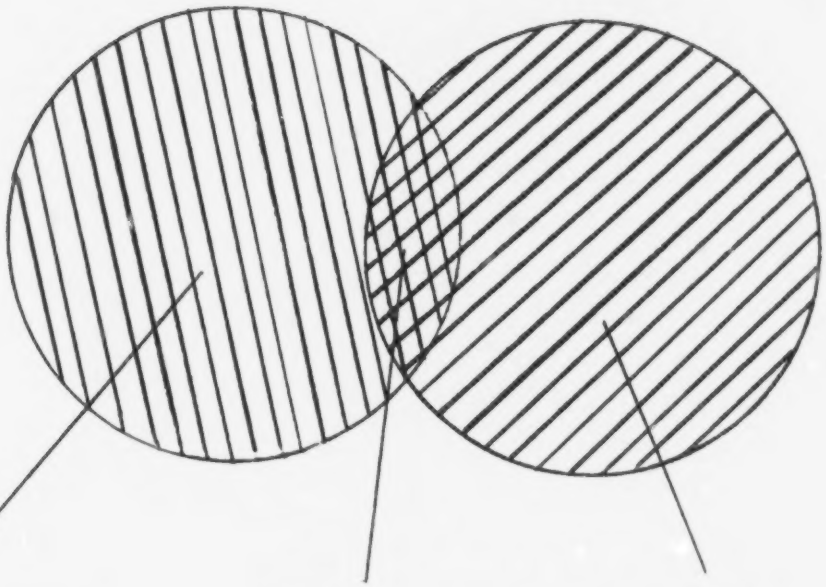
A. SET A -minus SET C

B. SET B -minus SET C

C. SET C

HANDOUT 4D

TEST



SET A---
Dropout Trends
(complete circle)

SET C---
(circle overlap)

SET B---
Adolescents
(complete circle)

_____3. Which set represents "adolescents **AND** dropout trends?"

A. SET A B. SET B C. SET C

_____4. Which set represents "dropout trends **NOT** adolescents?"

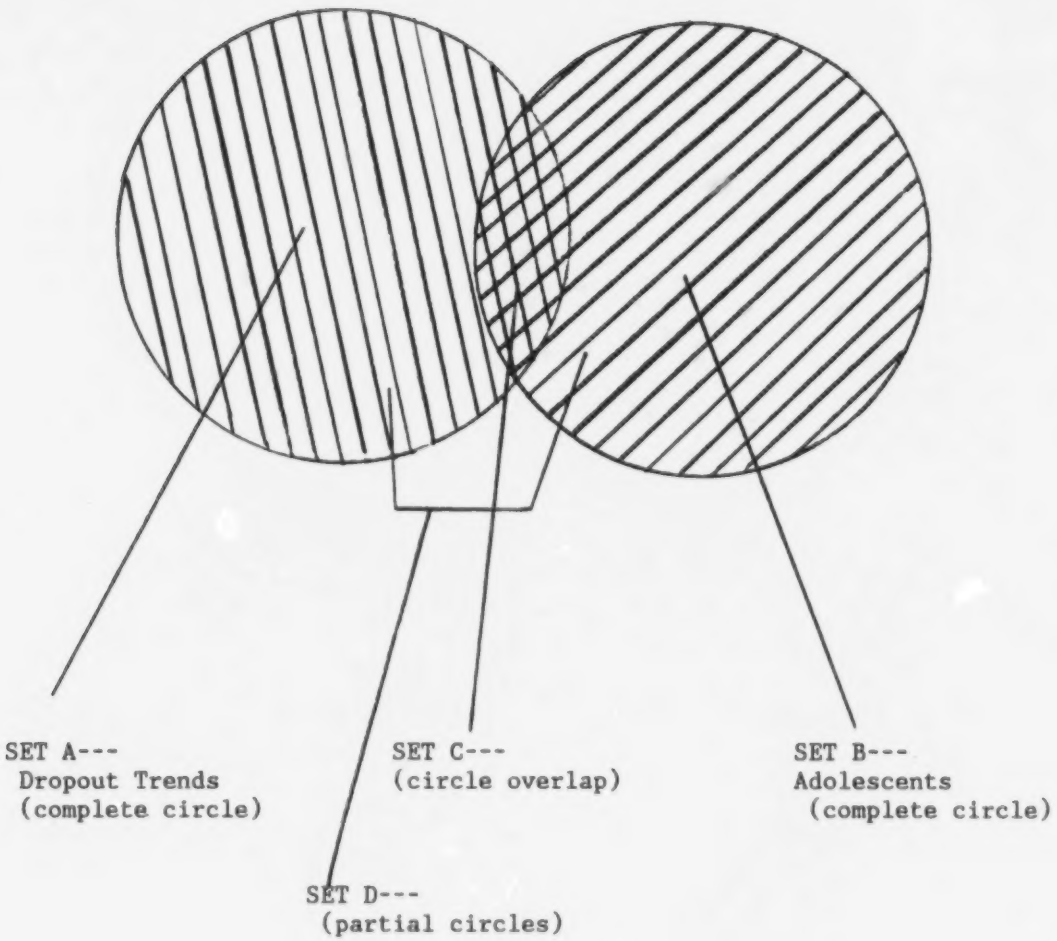
A. SET A -minus SET C

B. SET B -minus SET C

C. SET C

HANDOUT 4D

TEST

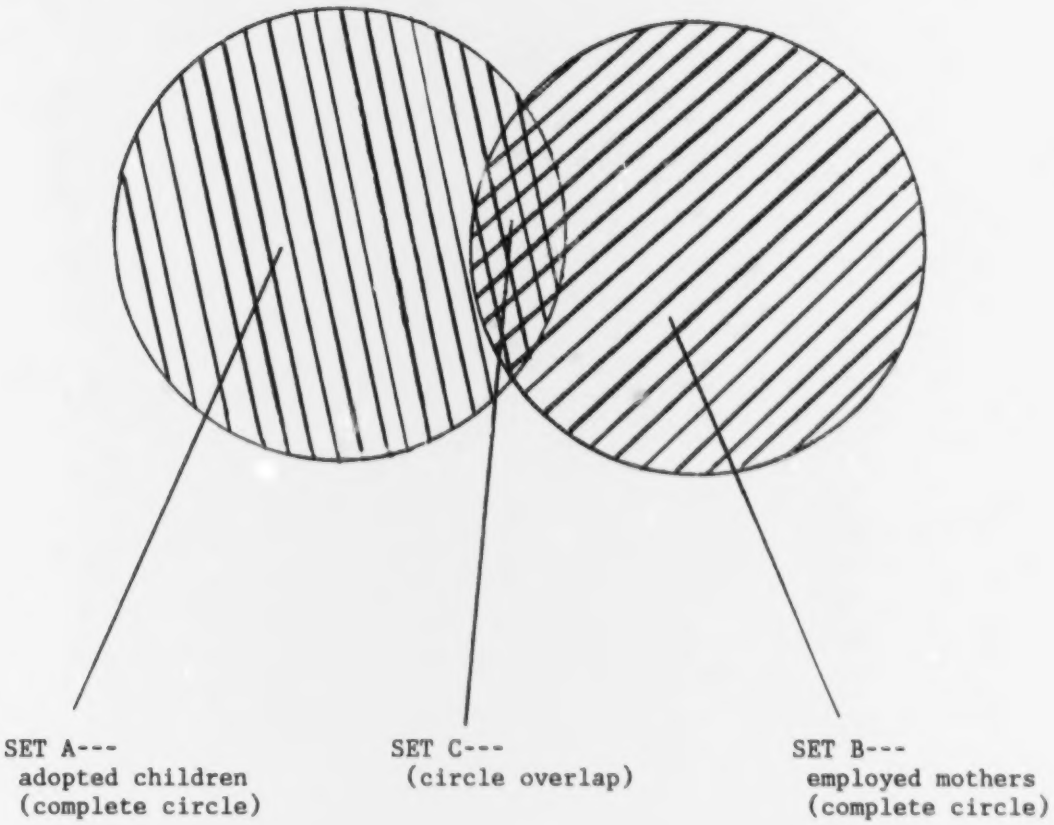


_____5. Which set represents "adolescents **OR** dropout trends?"

A. SET A B. SET B C. SET C D. SET D

HANDOUT 4D

TEST



_____6. Which set represents "adopted children **AND** employed mothers?"

A. SET A B. SET B C. SET C

OBJECTIVE 5

Given a list of sample citations from the database, the student will correctly identify each citation as being a document or article.

Instructional Events	Desired Media	Materials & Activities	Teacher Preparation
A. GAIN ATTENTION	Presenter, an ERIC document on microfiche, a current issue of the journal Educational Technology	Presenter states: Once you have located some desired citations to records in the ERIC on CD-ROM system, it is time to determine whether the records are articles found in journals (Show Educational Technology) or documents found on microfiche. (Show microfiche)	Have an ERIC document on microfiche and a current issue of the journal Educational Technology available.
B. INFORM LEARNER OF OBJECTIVE	Presenter	Presenter states: At the end of this last phase of the workshop, you will be able to correctly identify each ERIC citation as being a document or journal article.	

OBJECTIVE 5 CONT.

Instructional Events	Desired Media	Materials & Activities	Teacher Preparation
C. **STIMULATE RECALL**	Presenter	Presenter states: Information in the library can be located in many places and in many formats, for example, cd's and audio cassettes are found in the Media Department and microfilm in the Periodicals Department. Presenter asks learners to name some other formats and their locations in the University Libraries that they have used in the past.	Prepare a list of formats and their locations to supplement the learners' responses. Maps - Science Library Videos - Media Dept. and the Curriculum Materials Center
D. **PRESENT STIMULUS**	Presenter, Handouts 5A & 5B	Presenter passes out Handouts 5A & 5B. Presenter explains the contents of the handouts. A question and answer period is also provided by the Presenter.	Prepare copies of Handouts 5A & 5B

Instructional Events	Desired Media	Materials & Activities	Teacher Preparation
E. GUIDED THINKING	Presenter, an ERIC document on microfiche, a bound volume of the journal American School Board Journal, Handouts 5A & 5B	Presenter states: Information found in the ERIC database is available in two formats: journals and microfiche. Before you can find the information in the library that you found searching the ERIC database, you need to identify whether the record is an article located in a journal (Show journal) or a document located on microfiche (Show microfiche). This will be easy if you remember the following two points. Presenter states two differences between a journal record and document record.	Have an ERIC document on microfiche and a bound volume of the American School Board Journal available.
F. ELICIT PERFORMANCE	Presenter, microcomputer, cd-rom drive, video projection unit and screen, ERIC on CD-ROM software and cd. Handout 5C	Presenter states: Let's look at some records in the database. I am going to show you six records. After you see the records, place a check mark next to the letter A if it is an article or B if it document found on microfiche. Please use the sheet (Handout 5C) that I just gave you.	Dim lights. Prepare a list of six record citations, 3 articles and 3 documents. Prepare Handout 5C.

OBJECTIVE 5 CONT.

Instructional Events	Desired Media	Materials & Activities	Teacher Preparation
G. **PROVIDE FEEDBACK**	Presenter, Handout 5C	Presenter goes over the correct answers on Handout 5C and responds to questions.	Return room lights to full brightness.
H. **ASSESS PERFORMANCE**	Presenter, Written test #5 (Handout 5D)	Test #5 (Handout 5D), matching. (Test #5 attached is just one section of the complete test given to the learners near the end of the workshop. Test #5 is only assessing performance for Objective 5.)	Prepare copies of Test #5 (Handout 5D).
I. **ENHANCE TRANSFER & RETENTION**	Presenter, Completed copies of Test #5 (Handout 5D)	Presenter will go over the responses and answer any questions about the test.	

HANDOUT 5A

SAMPLE JOURNAL ARTICLE RECORD FROM THE ERIC ON CD-ROM DATABASE

INSERT SAMPLE RECORD

HANDOUT 5B

SAMPLE DOCUMENT RECORD FROM THE ERIC ON CD-ROM DATABASE

INSERT SAMPLE RECORD

HANDOUT 5C

For each of the six records shown on the screen, place a check mark next to A if the record is an article found in a journal **OR** place a check mark next to B if the record is a document found on microfiche.

Record #1 A_____ B_____

Record #2 A_____ B_____

Record #3 A_____ B_____

Record #4 A_____ B_____

Record #5 A_____ B_____

Record #6 A_____ B_____

HANDOUT 5D

DIRECTIONS: Identify each of the following four records taken from the ERIC on CD-ROM database by placing

A CHECK MARK NEXT TO (A) IF THE RECORD IS AN ARTICLE

or

A CHECK MARK NEXT TO (B) IF THE RECORD IS A DOCUMENT

INSERT SAMPLE RECORD

1. (A)_____ (B)_____

HANDOUT 5D

INSERT SAMPLE RECORD

2. (A)_____ (B)_____

HANDOUT 5D

INSERT SAMPLE RECORD

3. (A)_____ (B)_____

HANDOUT 5D

INSERT SAMPLE RECORD

4. (A)_____ (B)_____

1 Richard A. Dreifuss, "Library Instruction and Graduate Students: More Work for George," RQ 21 (Winter 1981):122.

2 Tom Eadie, "Immodest Proposals: User Instruction for Students Does Not Work," Library Journal 115 (October 1990):44.

3 Eadie 45.